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ABSTRACT

This issue of Graduate Focus provides a brief status report on ethnic diversity at the University of California Los Angeles (UCLA). It includes an overview of relevant institutional data and notes various issues, concerns, and current activities. In graduate programs, UCLA designates as underrepresented minorities domestic students of Black/African American, American Indian/Alaskan Native, Chicano/Mexican American, Latino/Other Hispanic, and Filipino backgrounds. Asian Americans are not considered underrepresented at UCLA as a whole, although the Graduate Division recognizes that Asian Americans are underrepresented in some disciplines. If Asian Americans are included, UCLA ranks high among universities awarding degrees to minority students, but if Asian Americans are excluded, the university still grants a reasonably high number of degrees to Hispanic students, but does not rank highly in terms of degrees awarded to other minority groups. The Graduate Division has developed a number of outreach, recruitment, and retention initiatives with special attention to underrepresented groups. Some of these programs are described. (SLD)

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Graduate Student Diversity

Graduate Focus: Issues in Graduate Education at UCLA

Shirley Hune, Ellen Benkin, and Patricia Jordan

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GRADUATE FOCUS

OCTOBER 1999

ISSUES IN GRADUATE EDUCATION AT UCLA

Members of the Academic Community:

In recent years, UCLA has emerged as one of the most diverse institutions of higher education in the world. Indeed, many of our students and alumni accept this diversity as a defining characteristic of the campus, and integral to UCLA's academic reputation for excellence in teaching and research.

This increased diversity has played a major role in shaping the intellectual breadth of our curriculum and in the development of new degree programs at both the undergraduate and graduate levels. We have also observed significant new trends in the research interests of our graduate students and their master's thesis and dissertation topics, which clearly reflect the diversity of cultures and backgrounds they represent. Without this expanded range of perspectives and concerns there is little question but that many important issues in scholarship and research would not receive the academic attention they require and deserve.

In my role as dean of the Graduate Division, I feel a special responsibility to help ensure that the diversity of our graduate student body remains a priority in campus-wide planning and in our outreach, recruitment, and retention efforts. This issue of *Graduate Focus* provides a brief status report on ethnic diversity at UCLA. It includes an overview of relevant institutional data and notes various issues, concerns, and current activities. We hope you will take the opportunity to review this information and welcome any comments or suggestions you may have. The academic opportunities and personal welfare of our students require that we all be active participants in the continuing dialogue about what can and should be done to enhance graduate student diversity here at UCLA.

Sincerely,

Claudia Mitchell-Kernan

Claudia Mitchell-Kernan
Vice Chancellor Academic Affairs
Dean Graduate Division

UCLA Graduate Division

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GRADUATE STUDENT DIVERSITY

UCLA prides itself on being one of the most diverse research institutions in the United States. It is a national leader in preparing students, especially underrepresented minorities (URMs), women, and international students, in graduate academic and professional degree programs.

This *Graduate Focus* is part of a series on student diversity in all graduate programs at UCLA, except for Law, Medicine, and Dentistry. The report discusses the significance of URM students in graduate education and the current challenges to ensure their continued representation and full participation in academe. It also provides selected Graduate Division data on URM students and outlines notable campus-wide and Graduate Division activities to increase underrepresented minority enrollment and advance their progress in the academic pipeline.

UNDERREPRESENTED MINORITIES IN GRADUATE EDUCATION: SIGNIFICANCE AND CONCERNS

Who are underrepresented minority students?

In graduate programs, UCLA designates as underrepresented minorities domestic students who identify themselves as of Black/African-American, American Indian/Alaskan Native, Chicano/Mexican American, Latino/Other Hispanic, and Filipino backgrounds. In general, Asian Americans are not considered underrepresented at the University of California. However, the Graduate Division recognizes that Asian Americans are underrepresented in certain areas, namely the humanities and social sciences.

What is the University of California and UCLA's mission on graduate diversity?

At UCLA and throughout the University of California system, a diverse student body is "a key factor in ensuring excellence." As a state institution, the University of California's graduate programs "must be accessible to all segments of the population of the State of California. All appropriate and legal efforts must be made to encourage applications for graduate study from a culturally and economically diverse pool." Also, all graduate students are to be provided a welcoming and supportive climate as part of their educational experience. (University of California Council of Graduate Deans, *Excellence at Risk: The Future of Graduate Academic Education in the University of California*, April 1997, pp. 29 and 38).

What are the current challenges to recruiting and retaining underrepresented minorities at UCLA?

The UC Regents' SP-1, which came into effect for graduate studies in January 1997, and California Proposition 209, approved in November 1996 and effective August 1997, provide new guidelines within which UCLA recruits students and supports graduate diversity. These new policies require UCLA to ensure broad access and maintain student diversity, but without using race, ethnicity, national origin, or gender as criteria in admissions or funding qualified applicants. In their place, the new policies advocate the use of significant socioeconomic disadvantages or overcoming other major educational or physical disadvantages in pursuit of higher education as criteria in student admissions. Such emphases, while helpful in some respects, have restrictions as well.

How SP-1 and Proposition 209 impact undergraduate enrollment will also affect graduate education. For example, any decline in URMs in undergraduate education will restrict the pool from which departments/programs draw graduate students. Equally important to the potential loss of momentum in the recruitment of URM students is the change in graduate enrollment by race/ethnicity within the URM population. In comparing Fall 1997 and Fall 1998 enrollment, Table 1 reveals that the Graduate Division experienced a decline in African American and American Indian graduate enrollment with relative stability among Chicano/Latino students. In contrast, Filipinos made important gains in that period and were largely responsible for ensuring that UCLA maintained a level of URM students comparable to previous years.

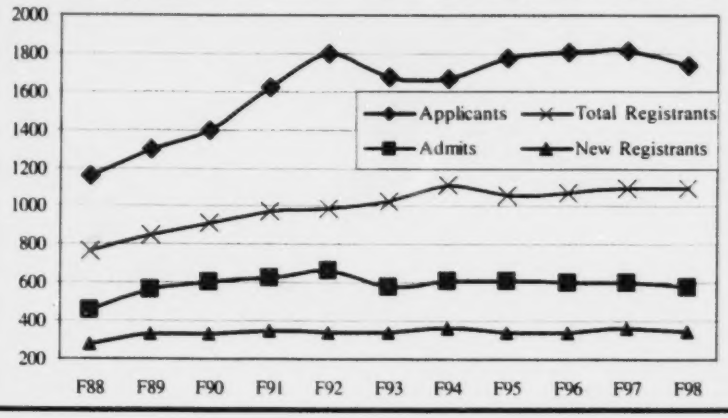
Over the past decade, the UC Council of Graduate Deans has sought an increase in graduate student support from the university and other sources recognizing that adequate student support is vitally needed for ALL students, including under-represented minorities whose resources are often very limited. As Proposition 209 places restrictions on targeted funding of URM students, new strategies are needed to ensure they are provided with support critical to

Table 1
URM Graduate Applications, Admissions, and Enrollments, 1997 and 1998

	Fall 1997				Fall 1998				Number Change				Percent Change			
	Apps	Adm	New	Total	Apps	Adm	New	Total	Apps	Adm	New	Total	Apps	Adm	New	Total
African American	577	181	115	332	540	163	90	327	-37	-18	-25	-5	-6.4%	-9.9%	-21.7%	-1.5%
American Indian	78	31	19	59	62	17	10	48	-16	-14	-9	-11	-20.5%	-45.2%	-47.4%	-18.6%
Chicano	501	176	104	358	486	170	103	334	-15	-6	-1	-24	-3.0%	-3.4%	-1.0%	-6.7%
Latino	447	150	85	242	430	129	79	257	-17	-21	-6	15	-3.8%	-14.0%	-7.1%	6.2%
Filipino	214	63	36	108	220	96	63	133	6	33	27	25	2.8%	52.4%	75.0%	23.1%
Total	1817	601	359	1099	1738	575	345	1099	-79	-26	-14	0	-4.3%	-4.3%	-3.9%	0.0%

Data includes Special Fee Programs; excludes Law, Medicine, and Dentistry.

Figure 1
Underrepresented Minorities in the Graduate Division, 1988–1998



their enrollment and advancement in post-baccalaureate studies. In addition to *access to* graduate education, higher education is concerned about *access through* graduate programs, such as the kinds of support URMs are given in addition to financial aid to promote their academic success, professional development, and placement upon graduation. These supports include mentorship, research, and publication opportunities and a welcoming departmental and campus climate.

How does the campus rank nationally and what is UCLA's progress in enrolling underrepresented minorities in graduate education?

When Asian Americans are included in minority student data, in 1996-97, UCLA ranked #1 in numbers of baccalaureate degrees, #4 in numbers of master's degrees, and #1 in numbers of doctoral degrees awarded to minority students in the U.S. (*Black Issues in Higher Education*, July 1999). These high rankings, however, are due largely to the numbers of degrees awarded to Asian Americans. The numbers of degrees awarded to Hispanic students are reasonably strong compared to other institutions, but UCLA does not rank highly in the numbers of degrees awarded to African American or American Indian students.

URM enrollment at UCLA (i.e. without including Asian Americans) has been one of a modest, but generally upward trend over the years. Overall, URM students increased from 7.8% of total Graduate Division enrollment in Fall 1984 to 13.5% in Fall 1998. URMs made up 10% and 14.6% of total UCLA graduate enrollment (including Law, Medicine, and Dentistry), in Fall 1984 and 1998, respectively.

Figure 1 shows trends in applications, admissions, and enrollments of underrepresented minorities in the Graduate Division over the past decade. While it is difficult to know what effect SP-1 and Proposition 209 will have on graduate student diversity in the coming years, we note a slight decline in URM applications, admits, and new registrants in Fall 1998, the year after the new policies were implemented.

Who benefits from a diverse graduate student body?

The academy and the general society benefit from graduate diversity. A diverse graduate student body contributes to the teaching, research, and service components of academic institutions—in classrooms, scholarly work, publications, campus life, and societal relations—providing a more inclusive educational experience for all. As teaching assistants and graduate student researchers, URMs also contribute as role models and mentors for a diverse undergraduate student body.

In training a diverse graduate student body, UCLA contributes to the preparation of future faculty, the development of the State and national workforce, and the advancement of society's

"Students learn invaluable lessons from one another and need to engage with the broadest possible cross section of contemporary society....We [UCLA] take pride in having brought together one of the most diverse student bodies on any university campus in the nation."

Chancellor Albert Carnesale
***A Call for Affirmative Reaction*, Spring 1998**

Table 2
Top 20 Undergraduate Feeder Schools to UCLA Graduate Division, Fall 1998

BA Sources of Total Graduate Division Enrollment		BA Sources of URM Graduate Division Enrollment	
Institution	Number of Students	Institution	Number of Students
U C Los Angeles	332	U C Los Angeles	72
U C Berkeley	92	U C Irvine	16
U C Irvine	57	C S U Los Angeles	13
U C San Diego	49	C S U Northridge	13
C S U Dominguez Hills	32	C S U Long Beach	10
U C Davis	31	U C Berkeley	10
U C Santa Barbara	31	C S U Dominguez Hills	8
C S U Los Angeles	30	U C San Diego	7
C S U Northridge	30	Univ Southern California	7
Univ Southern California	30	U C Davis	6
U C Riverside	24	U C Santa Barbara	6
C S U Long Beach	23	San Francisco State Univ	5
National Taiwan University	20	CSU San Diego	4
U C Santa Cruz	18	Mount St. Mary's College	4
Stanford University	16	Stanford University	4
Harvard College	15	Cal Poly Pomona	3
Univ Michigan Ann Arbor	15	CSU Fresno	3
Beijing University	14	CSU Fullerton	3
Cal Poly San Luis Obispo	13	Georgia State University	3
Cornell University	13	Loyola Marymount Univ	3

economic, social and cultural endeavors. Graduate minority women and men are extraordinary in giving back to the general society and their own communities by their engagement in every type of civic activity, in addition to contributing through their professional careers (W. G. Bowen and D. Bok, *The Shape of the River*, 1998).

UNDERREPRESENTED MINORITY STUDENTS AT A GLANCE

UCLA's Undergraduate Recruitment Pool

Undergraduates from a range of institutions form the pool from which UCLA draws its graduate students. Although UCLA recruits nationally and internationally, it is also a regional institution. A diverse grouping of California institutions were the major source of UCLA's graduate student population for both URM students and all students enrolled in the Graduate Division as indicated by the list of top 20 undergraduate feeder schools for Fall 1998 (Table 2).

URM students are admitted to UCLA graduate programs by the same academic standards as other domestic students. When compared to the overall domestic applicant pool, URM applicants have consistently exhibited competitiveness across all admissions selection criteria.

URM Graduate Division Enrollment Data

Table 3 provides an overall snapshot of Graduate Division enrollment for Fall 1998. In contrast to nearly all other domestic groups, URM women were enrolled in larger numbers than their male counterparts.

Table 3
Graduate Division Enrollment by Race/Ethnicity, Gender, and Citizenship, Fall 1998

	Female	Male	Total	% Female	% Male
American Indian	33	15	48	68.75%	31.25%
African American	204	123	327	62.39%	37.61%
Chicano	191	143	334	57.19%	42.81%
Latino	137	120	257	53.31%	46.69%
Filipino	92	41	133	69.17%	30.83%
Subtotal URM	***657***	***442***	***1099***	***59.78%***	***40.22%***
Chinese American	290	298	588	49.32%	50.68%
Japanese American	97	75	172	56.40%	43.60%
Korean American	158	156	314	50.32%	49.68%
Pacific Islander	8	7	15	53.33%	46.67%
Other Asian	45	48	93	48.39%	51.61%
Subtotal Asian	***598***	***584***	***1182***	***50.59%***	***49.41%***
East Indian	77	90	167	46.11%	53.89%
Other	167	137	304	54.93%	45.07%
White	1883	2035	3918	48.06%	51.94%
Unknown	49	75	124	39.52%	60.48%
Total Domestic	***3431***	***3363***	***6794***	***50.50%***	***49.50%***
International	406	892	1298	31.28%	68.72%
Total	***3837***	***4255***	***8092***	***47.42%***	***52.58%***

Table 4 reveals that URM enrollment varied widely by field/school in Fall 1998. For example, URM students comprised more than 20% of total student enrollment in the Schools of Public Policy and Social Research, Nursing, Education and Information Studies, and Theater, Film, and Television, but less than 7% in Physical Sciences and Engineering. Wide differences exist among departments/programs within fields/schools as well. There are also a number of UCLA departments/programs without a single URM student.

URM enrollment also differs by degrees sought in comparison to the total Graduate Division enrollment. In Fall 1998, more URM students were enrolled in master's degrees programs than doctoral programs in contrast to other groups (Table 5). Greater attention needs to be given to this difference in degree enrollment.

Table 4
Graduate Division URM Enrollment
by Field of Study, Fall 1998 (by Percent)

Field / School	URM	Total Enrollment	URM as % of Total
Public Policy and Social Research	137	399	34.34%
Nursing	90	294	30.61%
Education and Information Studies	148	618	23.95%
Theater, Film and Television	72	339	21.24%
Social Sciences	137	902	15.19%
Arts and Architecture	63	433	14.55%
Public Health	81	567	14.29%
Special Fee Programs	85	705	12.06%
Humanities	78	719	10.85%
Access Program	5	54	9.26%
Management	51	704	7.24%
Life Sciences	30	415	7.23%
Health Sciences Acad Programs	24	339	7.08%
Physical Sciences	43	630	6.83%
Engineering and Applied Science	55	974	5.65%

Table 5
Graduate Division Enrollment By Degree Level, Fall 1998

	Master's	Doctoral	Total	%Master's	%Doctoral
African American	175	152	327	53.52%	46.48%
American Indian	27	21	48	56.25%	43.75%
Chicano	174	160	334	52.10%	47.90%
Latino	150	107	257	58.37%	41.63%
Filipino	96	37	133	72.18%	27.82%
Subtotal URM	***622***	***477***	***1099***	***56.60%***	***43.40%***
Chinese American	278	310	588	47.28%	52.72%
Japanese American	76	96	172	44.19%	55.81%
Korean American	130	184	314	41.40%	58.60%
Pacific Islander	8	7	15	53.33%	46.67%
Other Asian	48	45	93	51.61%	48.39%
Subtotal Asian	***540***	***642***	***1182***	***45.69%***	***54.31%***
East Indian	83	84	167	49.70%	50.30%
Other	158	146	304	51.97%	48.03%
White	1787	2131	3918	45.61%	54.39%
Unknown	90	34	124	72.58%	27.42%
Total Domestic	***3280***	***3514***	***6794***	***48.28%***	***51.72%***
International	355	943	1298	27.35%	72.65%
Total	***3635***	***4457***	***8092***	***44.92%***	***55.08%***

URM Students in the Graduate Division Pipeline

Data on persistence for UCLA doctoral students shows that URM students complete their degree at a rate similar to other domestic students. For those who began as doctoral students in Fall 1987, 48% of URMs completed doctorates as of Spring 1998, compared to 47% of other domestic students. Also, for those who began as doctoral students, URM students (22%) were less likely than other domestic students (26%) to be without any degree after eleven years.

While the data are not so promising for URMs at the master's level, the differences are not great. For those who started as master's students in Fall 1987, 72% of URMs completed the master's degree compared to 76% of other domestic students.

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Time to degree is an outcome measure used with doctoral studies. Figure 2 shows that over the past decade the average time to degree for URM doctorates is longer than for other domestic doctorates. However, the difference is generally less than a year and varies by field of study. In four fields (the Schools of Arts and Architecture and Nursing and the Humanities and Social Sciences Divisions), URM students took less time to complete their degrees than did other domestic students.

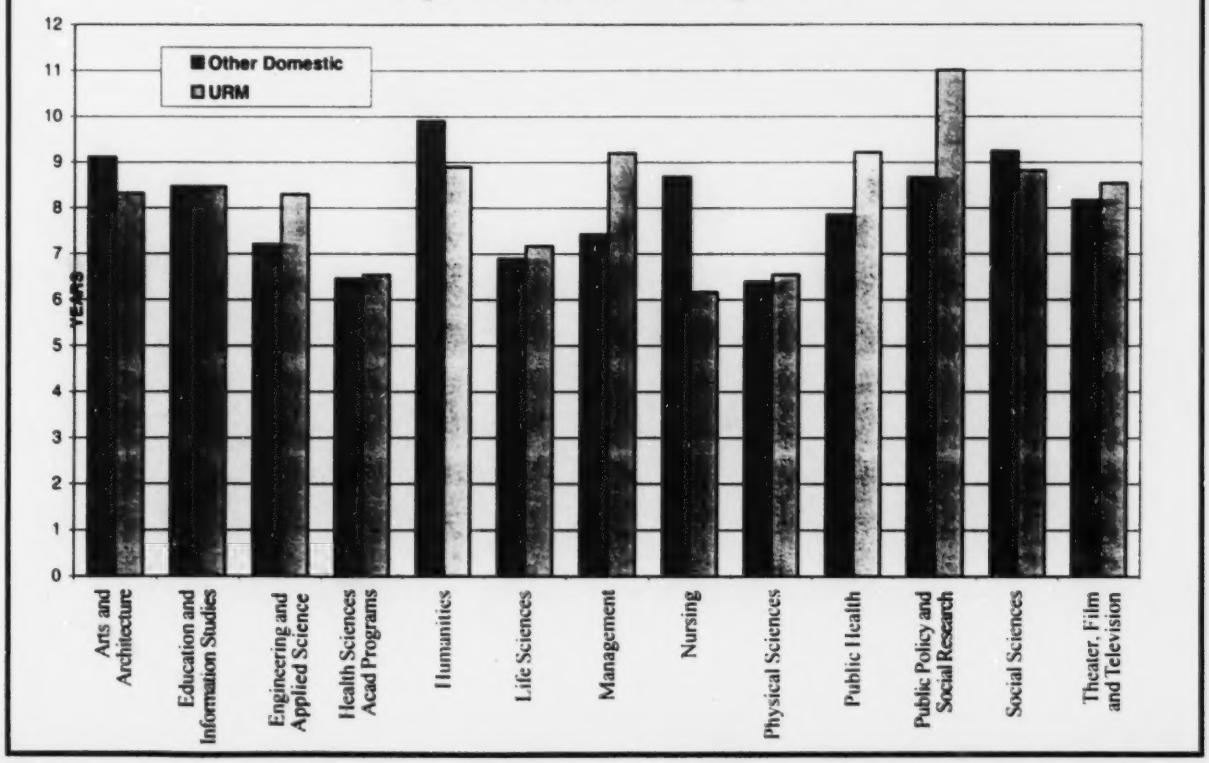
Postdoctoral employment data is another important outcome measure in doctoral education. Employment data on UCLA doctoral recipients from Winter 1994 through Spring 1998 show that URM doctoral recipients are more likely to be employed and less likely to be postdoctoral fellows than all domestic students. Since URM students are less likely to have earned degrees in the sciences, this is a logical finding. Also, URM students (1.25%) are slightly less likely to be reported as "unemployed" than all domestic students (1.34%).

In short, underrepresented minorities are competitive with other domestic students at every level along the graduate pipeline.

NEW INITIATIVES IN SUPPORT OF GRADUATE DIVERSITY

To preserve UCLA's national leadership in graduate diversity, meet the challenges discussed earlier in this report, and educate prospective students, families, communities, and the general public about its commitment to diversity, the campus has increased its outreach and recruitment efforts. In addition, the Graduate Division has developed a range of new outreach, recruitment, and retention initiatives, with special attention to underrepresented groups, many in conjunction with specific departments/programs as well as graduate students. It is not

Figure 2
Average Time To Degree for UCLA Doctorates by Field of Study:
Degrees Awarded 1987-88 through 1997-98



possible in this limited space to acknowledge the many efforts across the campus and at all levels in support of achieving graduate student diversity.

Select campus-wide activities with graduate diversity components include:

- Creation of the **Chancellor's Advisory Group on Diversity** chaired by Executive Vice Chancellor Wyatt R. Hume, with a comprehensive charge to integrate diversity into the academic core of the campus and to guide institutional planning at all levels and measure progress and outcomes on diversity, including graduate student diversity.

- Strengthening and expanding UCLA's multi-tiered outreach and partnership efforts with communities who remain largely underrepresented in higher education. These include **Early Academic Outreach Programs (EAOPrograms)** to assist educationally disadvantaged undergraduates to become more academically competitive for admissions to graduate or professional school programs.

- **New initiatives** on the part of many departments/programs to increase and enhance outreach and recruitment efforts and to create partnerships with K-12, Historically Black Colleges and Universities, undergraduates, alumni, and other entities, in support of graduate diversity.

Select Graduate Division activities include:

- **Building Bridges Program**, a K-12 outreach program, which connects current UCLA graduate students with elementary and high school audiences in local communities having high proportions of URM students.

- Strengthening **recruitment activities**, including creating a new position of Director, Office of Diversity and Outreach Programs, and expanding the number of Graduate Division staff involved in external recruitment events.

- Expanded **Cota-Robles Award Program**, offering multi-year recruitment funding to doctoral students from educationally and socio-economically disadvantaged backgrounds.

- Created new **Request for Proposals** offering small grants ($1,000-$8,000) to departments/programs, faculty, staff, and graduate students in support of the development of innovative practices to strengthen outreach, recruitment, and retention of a diverse graduate student body.

- Revised both the **Summer Research Program**, which provides mentored research experiences at UCLA for disadvantaged undergraduates from a national pool, and the **Research Mentorship Program** (formerly the RA/Mentorship Program), open to continuing doctoral students to promote their academic advancement by enhancing their research skills and furthering faculty mentorship opportunities.

Lastly, the UCLA Graduate Division is sponsoring a national conference on graduate student diversity, November 12, 1999, in cooperation with the UC Council of Graduate Deans.

"We need to think about ways to enhance current efforts to attract strong applicants from diverse populations and economic status groups and to nurture the campuses as welcoming environments for students from diverse backgrounds. We do not perceive that there will be an easy resolution to this problem or that it can be solved in a short period of time. Rather, progress depends upon a long-term, sustained effort requiring the cooperation and support of the faculty, students, and the administration on all the campuses."

University of California Council of Graduate Deans
***Excellence at Risk*, April 1997, p. 29**

HOLD THE DATE!

Second
University of California Conference on

Achieving Graduate Student Diversity
Who is Responsible? What Works and What Doesn't?

Friday, November 12, 1999
UCLA, Covel Commons
8:30 a.m. – 5:00 p.m.

A national conference to advance the rethinking and restructuring of policies and programs on achieving graduate student diversity. Plenaries and concurrent panels will identify and share best and promising practices of institutions, departments/programs, and individuals as "tools" to enhance access and equity in graduate and professional programs, with attention to underrepresented minorities and women in some fields.

Pre-registration Required
For information and registration:
www.gdnet.ucla.edu/conf

Graduate Focus is a publication of the UCLA Graduate Division. This report was prepared by:

- Shirley Hune, Associate Dean, with the assistance of Margaret Kelley, Administrative Analyst, and the Graduate Division Executive Staff
- Ellen Benkin, Information Services Coordinator
- Patricia Jordan, Publications Manager

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